

# Arizona 2017 Indian Education Annual Report

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Prepared by the Arizona Department of Education  
Accountability & Research Division  
In collaboration with the Office of Indian Education



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## Executive Summary

Native American (NA) students<sup>1</sup> in Arizona experience education in diverse contexts. Many attend schools on or near reservations with a majority of their Native American peers; others attend schools where they are part of the minority. To capture their unique experiences in different settings, the Arizona 2017 Indian Education Annual Report describes NA students' educational achievements and other educational indicators based on NA student enrollment proportions<sup>2</sup>, and in contrast to students in other race/ethnic groups. This report examines data for school year (SY) 2016-2017/fiscal year (FY)17. It is a descriptive representation of students in Grades 3 through 12 except for the Chronic Absenteeism Percentage and School Safety information which included Arizona students from all grade levels.

When reviewing educational achievement scores in English Language Arts (ELA) and Math, data shows that NA students performed differently in high-density schools (where 25 percent or more of the student body is Native American) compared to low-density schools (where less than 25 percent of the student body is Native American). The percentage of NA students who received a passing score in ELA and Math was lower at high-density schools than those at low-density schools. Overall, the percent proficient for Native American students increased in ELA and Math from FY16 to FY17 in both high-density and low-density schools.

The chronic absenteeism percentages for NA students at high-density schools was slightly higher than those at low-density schools. However, NA students at high-density schools had a higher graduation rate and a lower dropout rate compared to those at low-density schools.

In addition to the descriptive statistics, several educational initiatives, activities and projects for Indian Education in FY17 are addressed and summarized in this report.

## Introduction

Arizona has a rich Native American history and culture and is home to the third largest population of Native Americans at approximately 296,732 (U.S. Census Bureau, 2010) with a total of 22 tribe nations. Twenty-one of them are members of the Inter-Tribal Council of Arizona (ITCA). The Navajo Nation, a federally recognized tribe, is not a member of ITCA. The maps of 2010 Census population density of Native Americans in the United States and Arizona tribal lands are displayed in Appendixes A and B.

Arizona ranked second highest in the nation for Native American (NA) students at 50,331 (National Center for Education Statistics, 2015-2016); Appendix C provides a complete list of Native American enrollment by state. Arizona schools educate a significant number of Native Americans. According to the National Indian Education Study (NIES) 2015, *"Native American students' experiences may vary depending on the types of schools they attend."* In order to study differences of how NA students perform in distinct educational environments, this report largely compares NA students who attend high-density schools to

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<sup>1</sup> Unless otherwise noted, Native American (NA) students include American Indian and Alaska Native students.

<sup>2</sup> High-density schools vs. low-density schools (National Indian Education Study 2015).

NA students who attend low-density schools. This report also aggregates data by race/ethnicity for all students in Grades 3 through high school.

Pursuant to Arizona Revised Statutes (A.R.S. §15-244), the Arizona Department of Education (ADE) compiled information regarding NA students' educational achievements and other educational indicators. This report focuses on the following:

- Characteristics of Native American student enrollment
- Student achievement, with results disaggregated by ethnicity
- Chronic absenteeism percentages, graduation rates, dropout rates, and school safety information
- Initiatives to decrease the number of student dropouts and increase attendance
- Educational programs that target Native American students
- Parent and community involvement
- Status of federal Indian Education policies and procedures
- Public school use of variable school calendars
- School district consultations with Indian Education Committees
- Financial reports

## Characteristics of Native American Student Enrollment

Grades 3-12 Native American (NA) students comprise approximately 5% of total grades 3-12 student enrollment in Arizona public schools in FY17. In addition, per the Bureau of Indian Education (BIE) list of schools (<https://bie.edu/Schools/index.htm>), there are six BIE high schools and two tribally controlled high schools in Arizona.

- Dishchii'bikoh High School (BIE)
- Greyhills Academy High School (BIE)
- Hopi Jr.-Sr. High School (Hopi Tribe)
- Leupp High School (BIE)
- Many Farms High School (BIE)
- Rock Point Community School 9-12 (BIE)
- Rough Rock Community School 9-12 (BIE)
- Tohono O'odham High School (Tohono O'odham Nation)

Information on the number and percent of grades 3-12 NA students enrolled in each county and the number and percent of high-density and low-density schools in each county is shown in Table 1. Table 2 lists tribal lands within each county. Together, Tables 1 and 2 demonstrate that the majority of NA students are concentrated in counties in which tribal lands are located. Maricopa County has the largest number of grades 3-12 NA students; however, it is the most populous of Arizona's counties, so grades 3-12 NA students represent only 2% of the total grades 3-12 student enrollment in Maricopa.

**Table 1: County Level Grades 3-12 Native American Student Enrollment & High-Density Schools and Low-Density Schools in FY17**

County	# of NA Students	# of Total Enrollment	% NA Students	# of Schools	# of HD Schools	% of HD Schools	# of LD Schools	% of LD Schools
Apache	6,847	8,832	78%	35	24	69%	11	31%
Cochise	117	15,731	1%	59	0	0%	59	100%
Coconino	5,512	15,212	36%	47	26	55%	21	45%
Gila	1,745	6,155	28%	24	8	33%	16	67%
Graham	468	5,306	9%	22	5	23%	17	77%
Greenlee	35	1,376	3%	6	0	0%	6	100%
La Paz	488	2,035	24%	11	4	36%	7	64%
Maricopa	13,307	620,612	2%	1,082	10	1%	1,072	99%
Mohave	565	19,168	3%	53	2	4%	51	96%
Navajo	6,872	14,925	46%	49	23	47%	26	53%
Pima	4,168	125,805	3%	301	12	4%	289	96%
Pinal	2,468	40,110	6%	94	5	5%	89	95%
Santa Cruz	3	8,390	0%	24	0	0%	24	100%
Yavapai	523	20,655	3%	75	1	1%	74	99%
Yuma	335	31,737	1%	66	0	0%	66	100%
<b>Totals</b>	<b>43,453</b>	<b>936,049</b>	<b>5%</b>	<b>1,948</b>	<b>120</b>	<b>6%</b>	<b>1,828</b>	<b>94%</b>

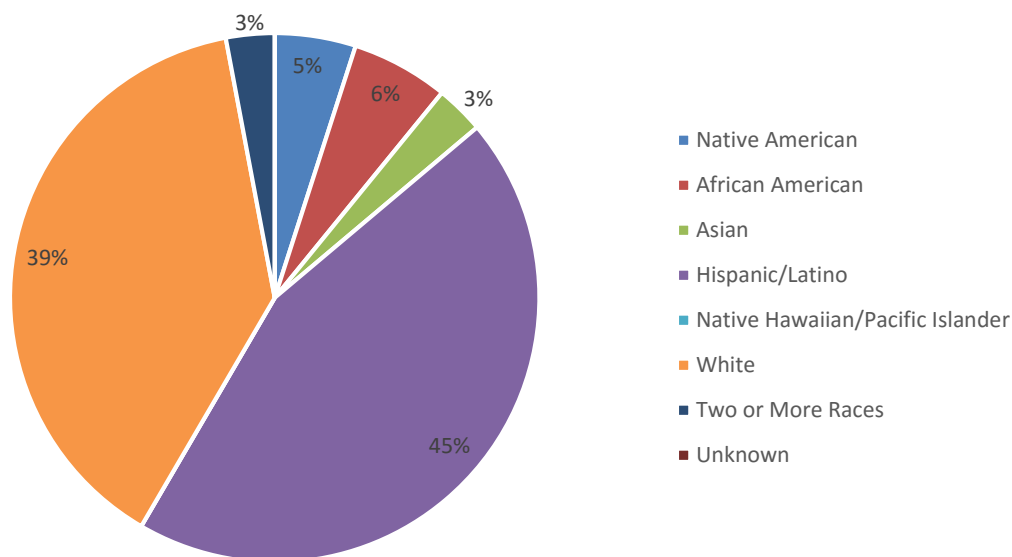
**Table 2: Arizona Counties and Tribal Lands**

County	Tribal Lands
Apache	Navajo Nation, Zuni Pueblo, Fort Apache
Cochise	None
Coconino	Havasupai, Hualapai, Hopi, Navajo Nation, Kaibab-Paiute
Gila	San Carlos, Fort Apache, Tonto-Apache
Graham	San Carlos
Greenlee	None
La Paz	Colorado River
Maricopa	Tohono O'Odham, Gila River, Salt River, Fort McDowell
Mohave	Kaibab-Paiute, Hualapai, Fort Mohave
Navajo	Hopi, Navajo, Fort Apache
Pima	Tohono O'Odham, Pascua Yaqui
Pinal	Tohono O'Odham, Gila River, Ak-Chin, San Carlos
Santa Cruz	None
Yavapai	Yavapai-Prescott, Yavapai Apache
Yuma	Quechan, Cocopah

Source: Arizona Commission of Indian Affairs - <http://gotr.azgovernor.gov/gotr/tribes-arizona> (see Appendix B for details).

Figure 1 illustrates the percentage of students enrolled in Arizona public schools by race/ethnicity for SY 2016-2017. The largest student population in Arizona is Hispanics/Latinos, 45%, followed by Whites, 39%. Grades 3-12 NA students comprise 5% of the grades 3-12 student population in Arizona in FY17.

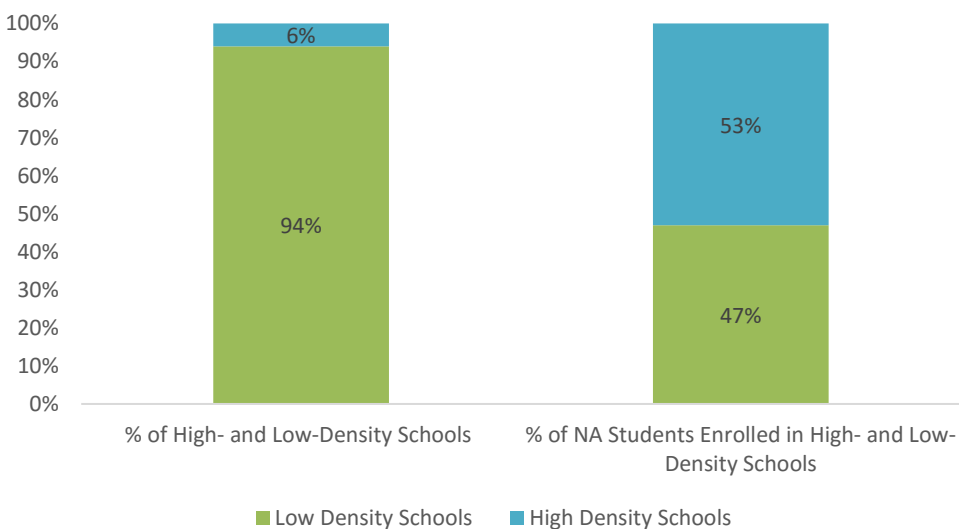
**Figure 1: Grades 3-12 Student Enrollment by Race/Ethnicity in FY17**



Note: Total grades 3-12 student enrollment 936,049; Native American 43,453; African American 53,218; Asian 25,959; Hispanic/Latino 422,079; Native Hawaiian/Other Pacific Islander 3,258; White 362,502; Two or more Races 25,554; Unknown 26.

As shown in Figure 2, 120 schools (6%) in Arizona were high-density schools; 1,828 schools (94%) were classified as low-density schools. Overall, 53% of Native American students were enrolled in high-density schools and 47% of Native American students were enrolled in low-density schools in FY17.

**Figure 2: Percent of High- and Low-Density Schools and Percent of Native American Students Enrolled in High- and Low-Density Schools in FY17**





## Special Education

Special Education (SPED) is the education of students with special needs. When a student enters a special education program, their information is recorded in the **Arizona Education Data Standards (AzEDS)** for funding and accountability purposes.

As shown in Table 3, SPED students comprise 11.8% of the total student population in FY17. Within the race/ethnicity category, 15.4% of the NA students are classified as students with a disability, while 11.7% of the students in Other Ethnicity/Race are classified as students with disability.

**Table 3: Percent of Special Education Students in FY17**

Race/Ethnicity	# of Non-SPED	# of SPED	Total Student Population	% of SPED in Total Student Population
Native American	36,748	6,705	43,453	15.4%
Other Ethnicity/Race	788,493	104,103	892,596	11.7%
Total	825,241	110,808	936,049	11.8%

## Student Educational Achievement



Student educational achievement was measured using Arizona's Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA) alternate assessment. This report includes the statewide results of the percentage of Arizona public school students who received a passing score on the assessments.

AzMERIT is Arizona's new statewide achievement test. Arizona public school students in Grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects.

MSAA is Arizona's new alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA alternate assessment is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the MSAA alternate assessment for ELA and Math in Grades 3 through 8 and Grade 11.

Student scores on AzMERIT and MSAA fall into one of four performance levels:

<b>Failing Scores</b>	Performance Level 1	<ul style="list-style-type: none"> <li>AzMERIT score in 'Minimally Proficient'</li> <li>MSAA score in 'Level 1'</li> </ul>
	Performance Level 2	<ul style="list-style-type: none"> <li>AzMERIT score in 'Partially Proficient'</li> <li>MSAA score in 'Level 2'</li> </ul>
<b>Passing Scores</b>	Performance Level 3	<ul style="list-style-type: none"> <li>AzMERIT score in 'Proficient'</li> <li>MSAA score in 'Level 3'</li> </ul>
	Performance Level 4	<ul style="list-style-type: none"> <li>AzMERIT score in 'Highly Proficient'</li> <li>MSAA score in 'Level 4'</li> </ul>

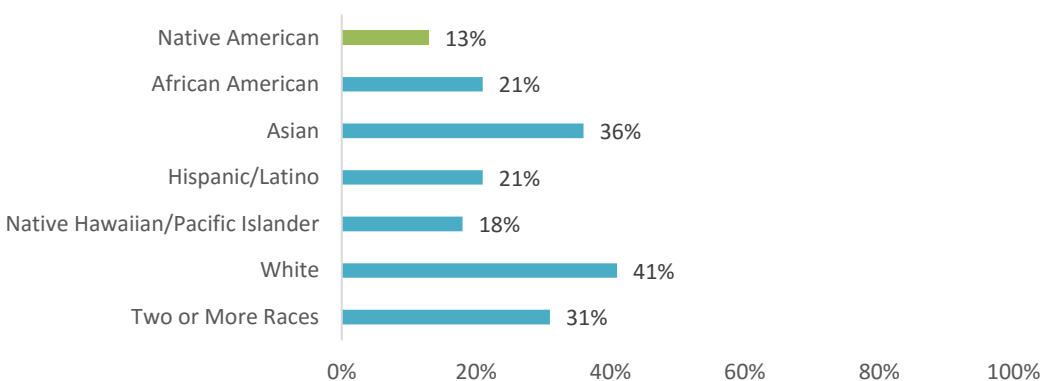
Note: The Arizona State Board of Education determined a 'passing' score to be at Performance Level 3 or Performance Level 4.

For this report, valid test results from the FY17 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by race/ethnicity for all students in Grades 3 through high school. The percentage of students proficient in ELA and Math by attaining a performance level of 3 or 4 was computed for both high- and low-density schools.

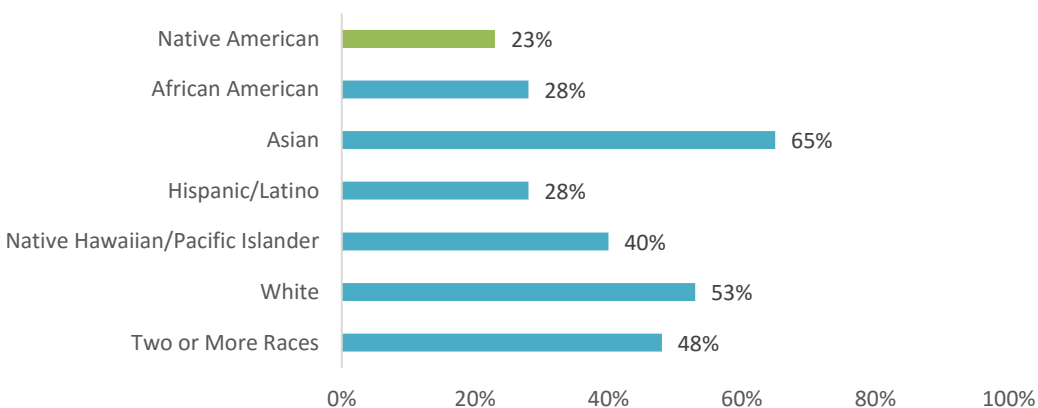
## English Language Arts

As demonstrated in Figures 3 and 4, the percentage of NA students who attained passing scores in FY17 AzMERIT and MSAA ELA was lower at high-density schools (13%) than those at low-density schools (23%). In comparison to other ethnic groups, NA students had the lowest percent proficient in both high- and low-density schools.

**Figure 3: Percent Proficient of Students Enrolled at High-Density Schools in ELA by Race/Ethnicity**

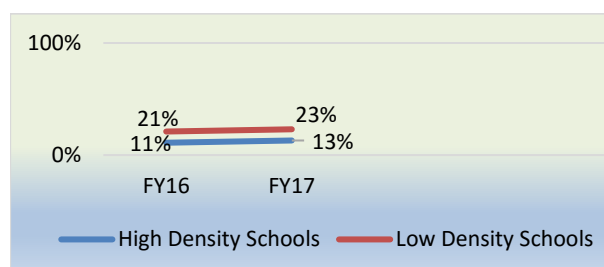


**Figure 4: Percent Proficient of Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity**



As shown in Figure 5, the ELA percent proficient increased from FY16 to FY17 for NA students in both high- and low-density schools.

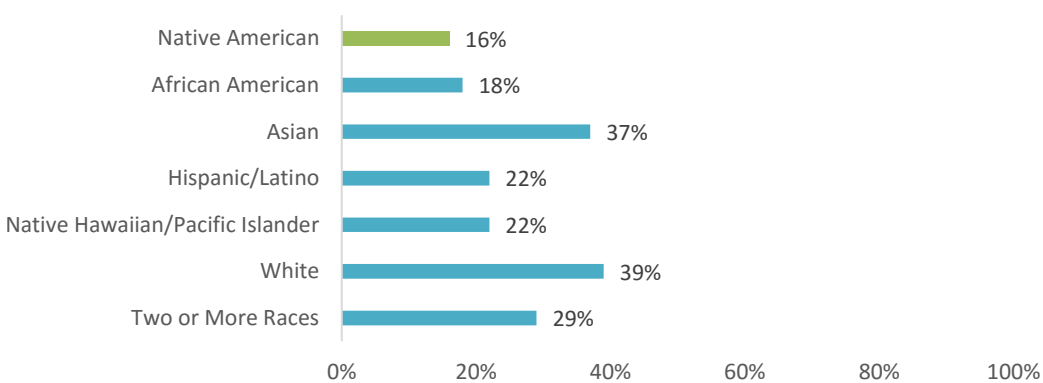
**Figure 5: Percent Proficient of Native American Students at High- and Low-Density Schools in FY16 and FY17**



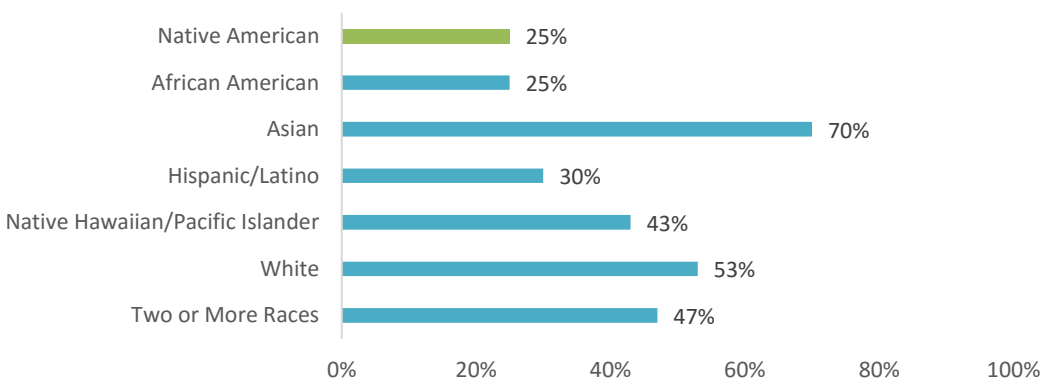
## Math

Similarly, as shown in Figures 6 and 7, the percentage of NA students who attained passing scores in FY17 AzMERIT and MSA Math was lower at high-density schools (16%) than those at low-density schools (25%). In comparison to other ethnic groups, NA students had the lowest percent proficient in high-density schools.

**Figure 6: Percent Proficient of Students Enrolled at High-Density Schools in Math by Race/Ethnicity in FY17**

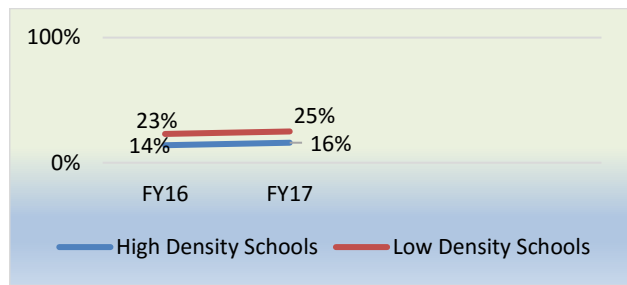


**Figure 7: Percent Proficient of Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in FY17**



As shown in Figure 8, the Math percent proficient increased from FY16 to FY17 for NA students in both high- and low-density schools.

**Figure 8: Percent Proficient of Native American Students at High- and Low-Density Schools in Math in FY16 and FY17**



## Chronic Absenteeism Percentage

The formula for the calculation of Chronic Absenteeism Percentage is displayed below. The Chronic Absenteeism percentage calculation in this report included Arizona students from all grade levels.

$$\frac{100 * (\text{The number of current year students who have greater than 10\% absences})}{(\text{The number of current year students})}$$

As demonstrated in Figure 9, The chronic absenteeism percentages for NA students in high-density schools decreased 14 percent from 2016 to 2017 and decreased 8 percent in low-density schools from FY2016 to FY2017.

**Figure 9: Chronic Absenteeism Percentages of Native American Students at High- and Low-Density Schools in FY16 and FY17**

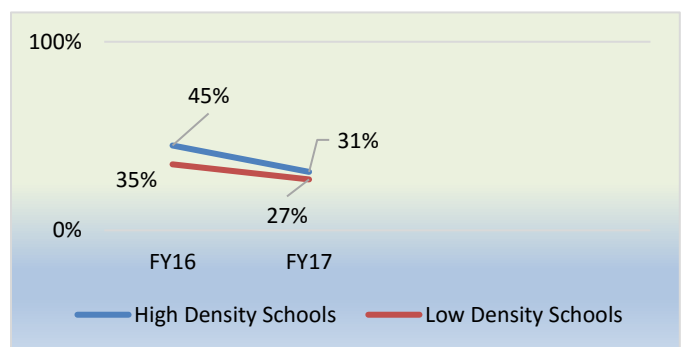
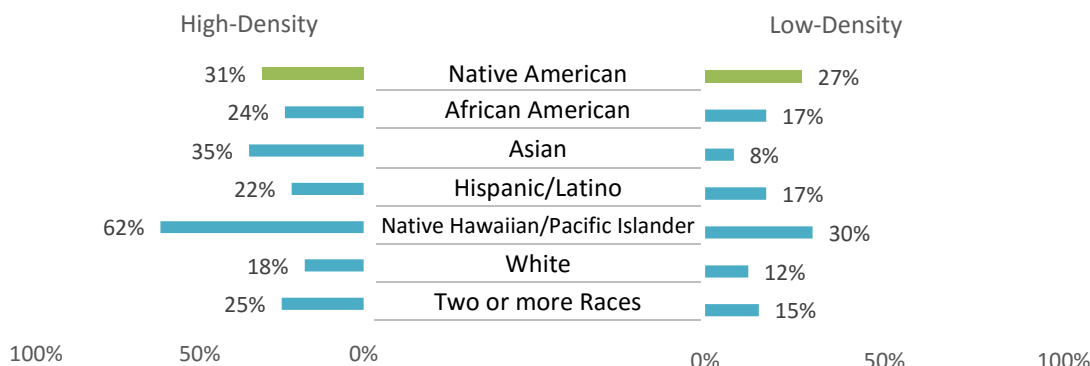


Figure 10 shows that the chronic absenteeism percentages for NA students were higher in high-density schools than those in low-density schools.

**Figure 10: Chronic Absenteeism Percentages at High- and Low-Density Schools by Race/Ethnicity in FY2017**



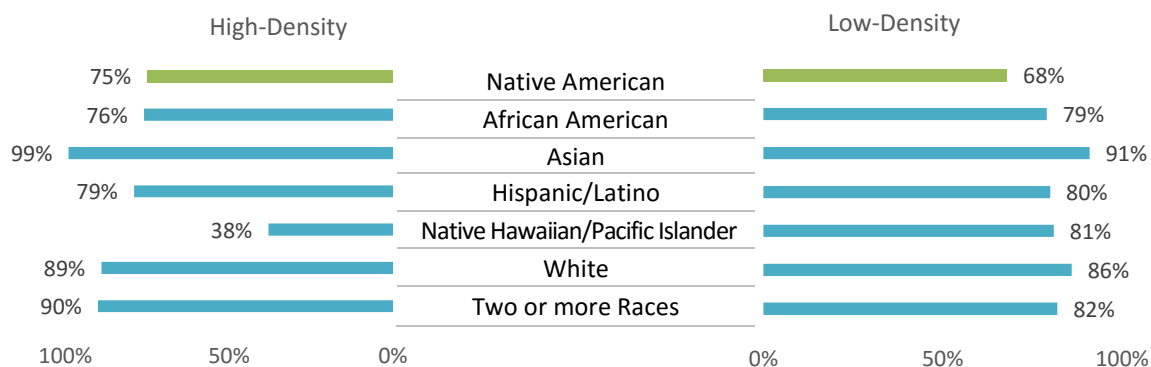
## Graduation Rates

The method used to calculate graduation rate is the four-year adjusted cohort formula. From the beginning of Grade 9, students who are entering that grade for the first time form a cohort. Adjustments are made for students who transfer into the cohort later during Grade 9 and the next three years, as well as for students who transfer to another school (including to be home schooled); have exited due to illness; are no longer of school age (22 years or older); emigrate to another country; or die during that same period. Information for these student designations is submitted by schools to the department through SAIS (Student Accountability Information System). The graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. This calculation is used in the Federal accountability system. Note: all graduation data are lagged by one year every year because four-year graduates may graduate after the fiscal year their cohort year ends. The detailed information for graduation rates can be found in the link below. (<https://cms.azed.gov/home/GetDocumentFile?id=598a34233217e10ce06647ff>)

$$\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Number of Non-Graduates}}$$

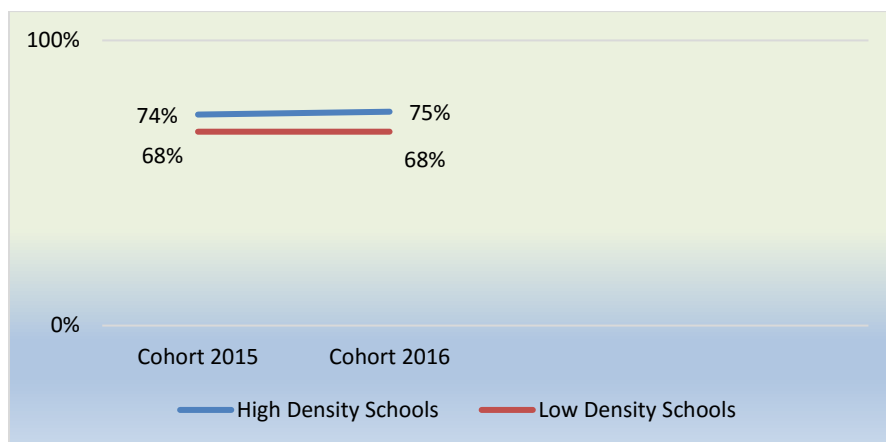
For the cohort year 2016, 75% of NA students graduated from high-density schools. However, only 68% of NA students graduated from low-density schools. The four-year graduation rate of NA students that attended high-density schools was 7% higher than their Native American peers at low-density schools (see Figure 11 for details).

**Figure 11: Four-Year Graduation Rates for the Cohort Year 2016 at High- and Low-Density Schools by Race/Ethnicity**



As demonstrated in Figure 12, the four-year graduation rates of NA students increased 1% in high-density schools from Cohort 2015 to Cohort 2016. The four-year graduation rates remained the same for the cohort year 2015 and cohort year 2016 NA students in low-density schools.

**Figure 12: Four-Year Graduation Rates for the Cohort Year 2015 & 2016 NA Students at High- and Low-Density Schools**

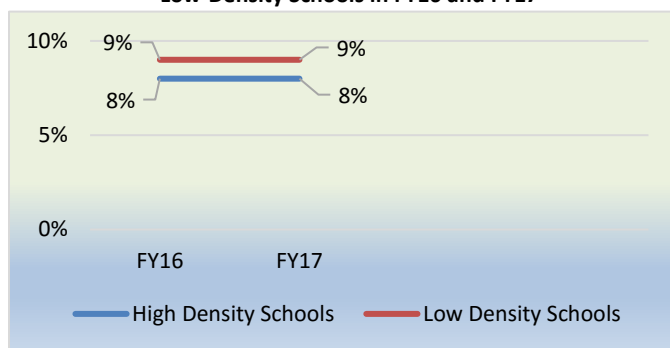


## Dropout Rates

The dropout rate is calculated each year and is not formulated or intended to be a longitudinal measure of attrition as students progress through the grades. A student is defined as having dropped out if the student is enrolled at any time during the school year, but is not enrolled at the end of the school year and did not transfer, graduate or is deceased. However, students who leave to obtain a GED or to attend a vocational school are not considered to be dropouts. Students who exit school due to illness or are incarcerated are not classified as dropouts.

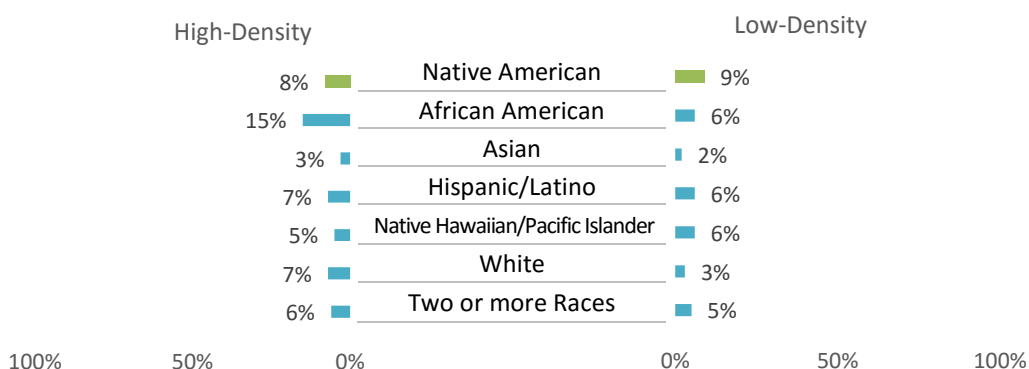
Figure 13 shows that the dropout rates among grades 3-12 NA students remained the same from FY16 to FY17 in both high- and low-density schools.

**Figure 13: Dropout Rates of Native American Students at High- and Low-Density Schools in FY16 and FY17**



As shown in Figure 14, grades 3-12 NA students who attended high-density schools had a lower dropout rate than those who attended low-density schools. In low-density schools, NA students had the highest dropout rate compared to other race/ethnic groups.

**Figure 14: Dropout Rates at High- and Low-Density Schools by Race/Ethnicity in FY17**

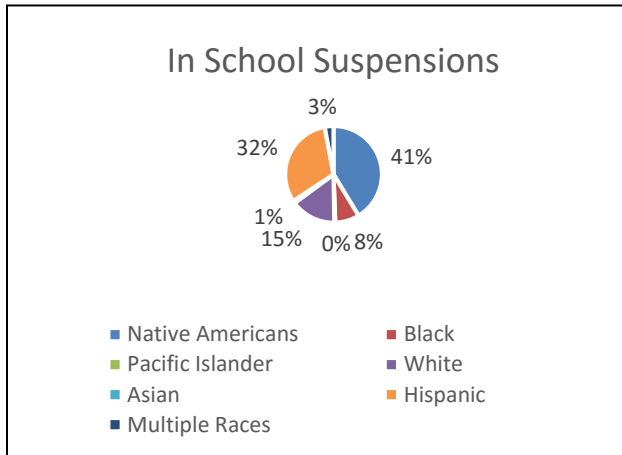


## School Safety

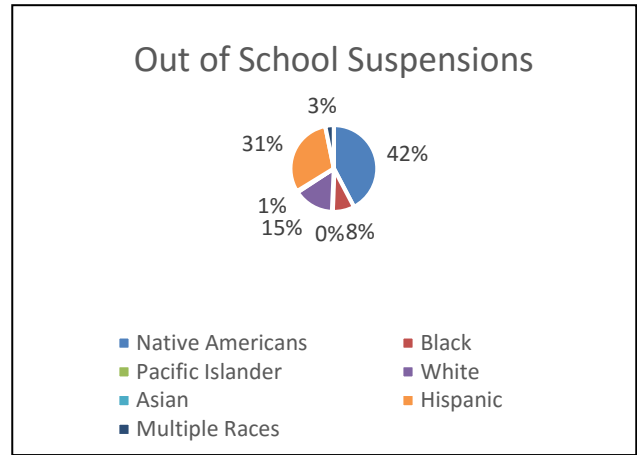
The school safety data displayed below (Figures 15-18) was pulled from the Office for Civil Rights for the Survey Year 2014. The information was aggregated from local educational agency<sup>3</sup> (LEA) to state level for the FY17 high-density schools. **Note: since high-density schools contained 25 percent or more Native American student body, the discipline data may look skewed toward NA students. Native American students had higher rates in School Suspensions, Out of School Suspensions, Expulsions, and Referrals to Law Enforcement than the rates of other ethnic groups since the data came from high-density schools.**

<sup>3</sup> Public school district or charter (school) holder.

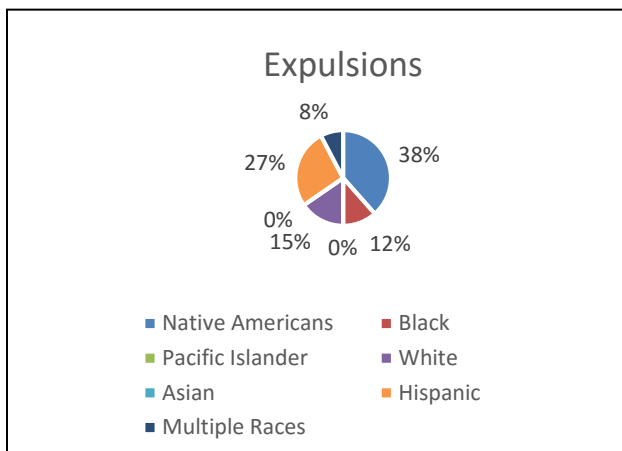
**Figure 15: In School Suspensions in High-Density Schools by Race/Ethnicity in FY14**



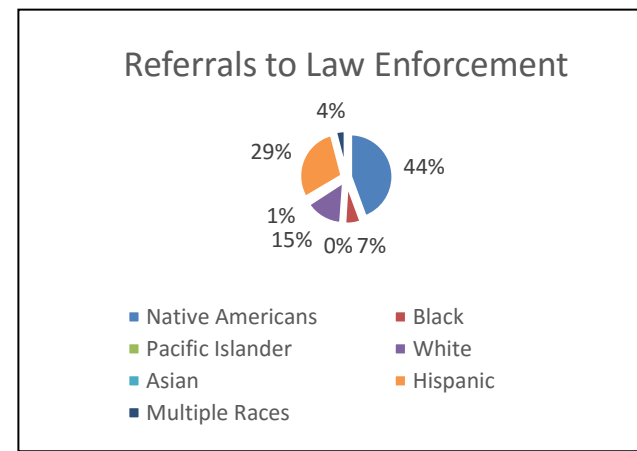
**Figure 16: Out of School Suspensions in High-Density Schools by Race/Ethnicity in FY14**



**Figure 17 Expulsions in High-Density Schools by Race/Ethnicity in FY14**



**Figure 18: Referrals to Law Enforcement in High-Density Schools by Race/Ethnicity in FY14**



## Dropout Prevention Initiatives

LEAs address dropout prevention through a wide variety of initiatives. The statewide programs that address dropout prevention are shown in Table 4 below.

**Table 4: A List of Statewide Programs That Address Dropout Prevention**

Title I & Title II	Alternative School Programs	Dual Credit Programs
School Improvement	School Guidance Counseling	Online Education
Career and Technical Education	Athletic Programs	McKinney-Vento Homeless Ed
Title VII Indian Ed	Johnson-O'Malley Program	Education & Career Action Plans



Furthermore, an examination of 2017 Johnson-O'Malley (JOM) grantee programs found that LEAs incorporated a broad range of strategies, activities and practices to support dropout prevention tailored to NA students. The focused areas were parent engagement, cultural competency, and targeted interventions. In addition, support such as extracurricular fee payments and instructional supports and materials was offered. The "Steps to Success" initiative implemented in the Tucson Unified School District (TUSD) is a successful program that retrieves students who have dropped out of TUSD. Educational staff, city officials, and community members visited students and their families and encouraged them to return to school to finish their high school education.

## Educational Initiatives

ADE's Office of Indian Education (OIE) administers federal and state programs to meet the educational and cultural needs of NA students. Outreach is provided to all of Arizona's LEAs on reservations and urban areas with high populations of NA students. Technical assistance, conferences, training and parental involvement activities are also provided. The Director of Indian Education serves as a liaison between twenty-two tribal education departments and ADE, partners with outside agencies to provide resources for NA students. The Director serves on the nationwide Indian Education Directors Community of Practice and the Tri-State Alliance, which includes Arizona, Nevada, and Utah in conjunction with WestEd's West Comprehensive Center.

**Table 5: Overview of 2016-2017 OIE Initiatives, Activities, and Projects**

Activities	Grants, Programs, and Presentations/Training
<ol style="list-style-type: none"> <li>1) Preservation of Native American Language &amp; Culture <ul style="list-style-type: none"> <li>• Collaborated with ADE's Culturally Inclusive Practices Committee</li> <li>• Dialogued with educators implementing successful programs to ensure culturally appropriate materials are available to educators</li> <li>• Participated in discussions on Indigenous Education with Arizona's universities, community colleges, and Indian Education stakeholders</li> </ul> </li> <li>2) Office of Indian Education Assistance <ul style="list-style-type: none"> <li>• Requested \$400,000 budget to support OIE – unsuccessful in the 2017 legislative session</li> </ul> </li> <li>3) Created and ran the 2017 Arizona Indian Education Stakeholders Summit.</li> <li>4) Worked in support of the Indian Education Advisory Council to create a 5-year strategic plan for the OIE, including work with sub-committees to address various goals and strategies.</li> <li>5) Worked with the Tri-State-Alliance (TSA) with Indian Education Directors in Nevada and Utah and WestEd's West Comprehensive Center to conduct focus groups with educators in Arizona (Year 1) in a three-year study to identify best practices for educating Native American students. Studies in Nevada and Utah will follow.</li> <li>6) Served on Milken Educator Award Blue Ribbon Panel</li> </ol>	<ol style="list-style-type: none"> <li>1) Code Writers Initiative Pilot Program</li> <li>2) Johnson-O'Malley Indian Education grant</li> <li>3) Tribal College Dual Enrollment Program</li> <li>4) Tribal Consultation by LEAs and ADE per the Every Student Succeeds Act</li> </ol> <p><u>Presentations/Training:</u></p> <ol style="list-style-type: none"> <li>1) Department of Diné Education – Education Summit</li> <li>2) Native American Grant School Conference</li> <li>3) Kyrene Elementary Equity Institute</li> <li>4) National Forum on Dropout Prevention for Native and Tribal Communities</li> <li>5) National Johnson-O'Malley Association Conference</li> <li>6) Pascua Yaqui Education Oversight Committee Meeting</li> <li>7) Health Disparities Among Native Americans – Health and Nutrition Regional Workshops</li> <li>8) Teachers' Institute</li> <li>9) Leading Change Conference</li> <li>10) Tribal Consultation with LEAs</li> <li>11) Title VI Training – Ganado Unified</li> <li>12) Council of Chief State School Officers Conference</li> <li>13) Yavapai Prescott Indian Tribe – Tribal Consultation</li> <li>14) Annual Johnson-O'Malley Training</li> <li>15) Department of Diné Education "Growing our Teachings" Conference</li> </ol>

7) Met with Empowerment International – Cultural Exchange Group regarding Indian Education.	16) National Indian Education Association Annual Convention with TSA 17) Navajo Nation’s “Join the Journey” Fall Conference 18) ADE’s Mega Conference – Indian Education strand 19) Various Indian Education Committees & LEAs
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## OIE Webpage

In addition to providing increased outreach, professional development, and on-site resources to our constituents, the Office of Indian Education has made key improvements to the OIE webpage. Legislative updates, upcoming events, presentations, tribal consultation documents, reports, and Native language certification information are available. Even news from the National Indian Education Association can be found to keep you abreast of national Indian Education improvement efforts. Check out our OIE Happenings page for Celebration Stories!

Visit <http://www.azed.gov/oie/> and feel free to contact us with feedback ([IndianEducation@azed.gov](mailto:IndianEducation@azed.gov)) or to provide your own stories of success!

## OIE Events

The 2018 Arizona Indian Education Stakeholders Summit will be held on September 17-18, 2018 and the 2019 Native American Youth, Educators, and Employers (NAYEE) Conference on January 10-12, 2019. Both events are being held at the We-Ko-Pa Resort and Conference Center in Fountain Hills on the Fort McDowell Yavapai Nation.



The OIE is in the beginning stages of planning a Native American family engagement event in 2019. In addition, we are working to bring back the National Forum on Dropout Prevention for Native and Tribal Communities to Arizona in Spring 2019!

## Dual Enrollment

Diné College, Navajo Technical University, and Tohono O’odham Community College offer Tribal College Dual Enrollment Program pursuant to A.R.S. §15-244.01 Tribal Dual Enrollment Program Fund. Reimbursements to community colleges are based on eligible students receiving a grade of “C” or better in a 100-level or higher course at the community college.

Table 6 below shows a summary of approved reimbursements to date:

**Table 6: A Summary of Approved Reimbursements of Tribal College Dual Enrollment Program Fund**

FY2015-2016			FY2016-2017		Total	
College	# of Students	Amount	# of Students	Amount	# of Students	Amount
Diné College	217	\$96,060.00	54	\$14,255.00	271	\$110,315.00
Navajo Technical University	26	\$10,962.50	51	\$21,750.00	77	\$32,712.50
Tohono O'odham Community College	7	\$1,714.00	69	\$9,414.50	76	\$11,128.50
<b>Totals</b>	<b>250</b>	<b>\$108,736.50</b>	<b>174</b>	<b>\$45,419.50</b>	<b>424</b>	<b>\$154,156.00</b>

## Preservation of Native American Language and Culture

The Office of Indian Education has provided workshops and outreach to the Native American community to provide awareness of the process for certifying Native language teachers. Tribes have also done a great job of recruiting Native language teachers and approving them for certification to teach.

### Certification Data

- The total number of teachers certified to teach a Native language went from 134 in 2016 to 371 in 2017, a 177% increase.
- Teachers certified to teach Akimel O'otham went from 4 in 2016 to 11 in 2017.
- Teachers certified to teach Apache went from 21 in 2016 to 32 in 2017.
- Teachers certified to teach Hopi went from 1 in 2015 to 7 in 2017.
- Teachers certified to teach Hualapai has remained at 1 since 2016.
- Teachers certified to teach Navajo went from 97 in 2016 to 303 in 2017.
- Teachers certified to teach Tohono O'odham went from 9 in 2016 to 13 in 2017.
- Teachers certified to teach Yavapai went from 1 in 2013 to 2 in 2017.
- Teachers certified to teach Pima went from 0 in 2016 to 1 in 2017.
- Teachers certified to teach Cheyenne went from 0 in 2016 to 1 in 2017.
- The number of Native languages being taught by certified teachers went from 7 in 2016 to 9 in 2017.

### OIE Survey

In SY2016-2017, a total of 53 LEAs (38 of them were high-density schools and 15 of them were low-density schools) received the OIE survey. We received 38 responses: 28 out of 38 responses were from high-density schools; and 10 out of 38 were from low-density schools. The survey results are shown below.

- A total of 7,709 Native American students were enrolled in Native American language classes and 7,511 of them completed a Native American language class. The completion rate is 97.43%.
- A total of 8,893 Native Americans were enrolled in Native American culture classes and 7,227 of them completed a Native American culture class. The completion rate is 81.27%.
- A total of 47 certified Native American language and culture teachers taught in the responding schools. 28 of them taught Navajo; 6 of them taught San Carlos Apache; 6 of them taught O’odham; 5 of them taught White Mountain Apache; 1 of them taught Hualapai; and 1 of them taught Pima.

## National Indian Education Study (NIES) Survey Results

### Preservation of Native American Language and Culture

The National Indian Education Study (NIES) is designed to describe the status of education for American Indian and Alaska Native (AI/AN) students in the United States. The 2015 NIES survey data were collected from a nationally representative sample of 4<sup>th</sup> grade and 8<sup>th</sup> grade AI/AN students who participated in the 2015 National Assessment of Educational Progress (NAEP). In addition to the national sample, the Arizona state level data were collected.

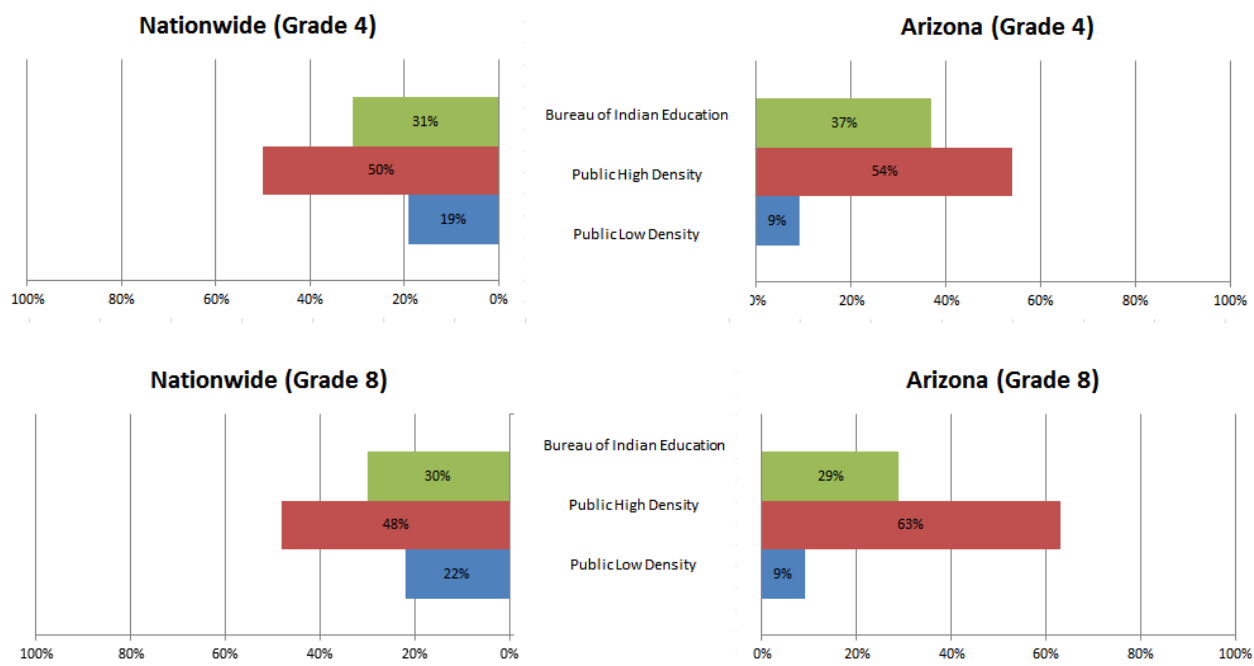
The 2015 NIES survey questions relevant to the preservation and maintenance of Native American language and culture were incorporated in this report. Two questions from student background questionnaires and one question from school background questionnaires were selected and listed below.

- How often do you attend classes in school that are taught in an American Indian or Alaska Native (AI/AN) language?
- Have you used books, videos, or other materials (including internet resources) about American Indian or Alaska Native people in school?
- Are families of your students involved with your school in the following ways?

The student survey results demonstrated that the percentages of AI/AN student respondents in Arizona public high-density schools reporting frequent exposure to Native American languages and cultures were higher than the average of nationwide data (see Figures 19 and 20 for details). The school survey results showed that higher percentages of parents in high-density schools were involved in different school programs than those in low-density schools in Arizona. This result is different from the nationwide data that shows higher parental involvement in low-density schools (see Figure 21 for details).

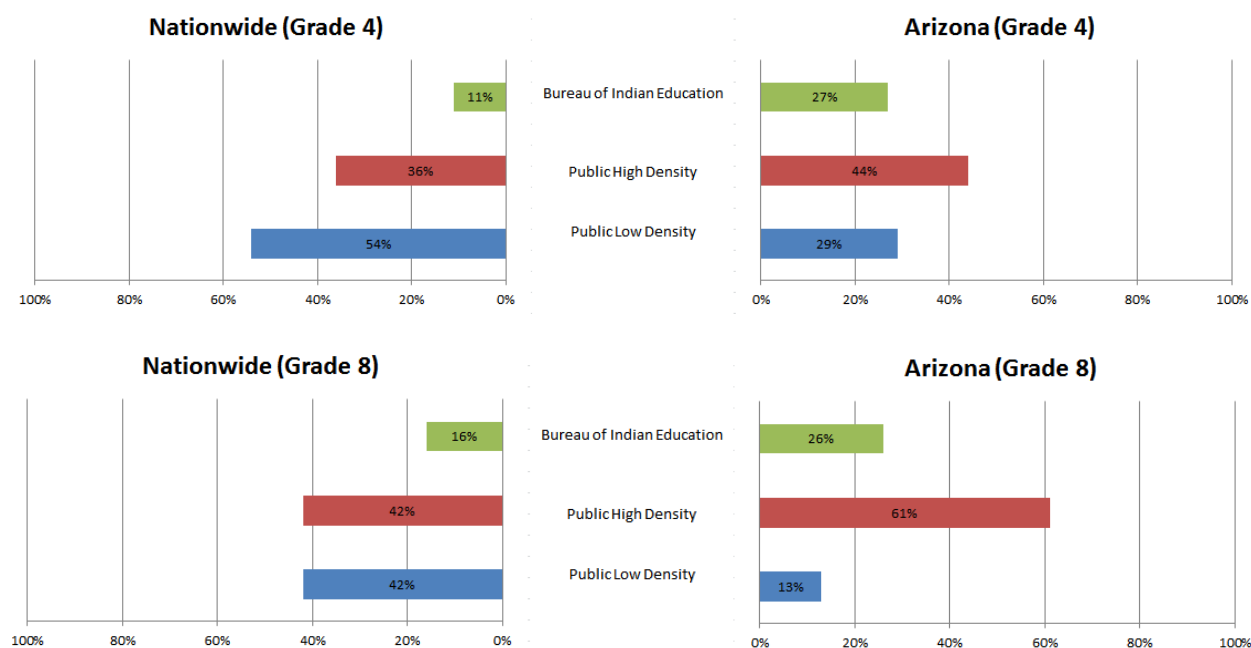
As shown in Figure 19, approximately 54%-63% of AI/AN students participating in the NIES survey study in Arizona public high-density schools reported that they attend classes in school that are taught in their language almost every day. This result is higher than nationwide data which is about 50%. However, in public low-density schools, only 9% of Arizona student respondents were taught in their language almost every day which is lower than nationwide data (19%-22%).

**Figure 19 : Percent of AI/AN Student Reporting “Every Day or Almost” to the Question: Attend Classes Taught in an American Indian or Alaska Native Language**



Similarly, as shown in Figure 20, 44%-61% of AI/AN students who participated in the NIES survey study in Arizona public high-density schools reported that they used books, videos, or other materials (including internet resources) about American Indian or Alaska Native people in school three or more times. This result is higher than nationwide data which is about 36%-42%. However, in public low-density schools, only 13%-29% of Arizona student respondents selected “three plus times” to this question which is much lower than nationwide data (42%-54%).

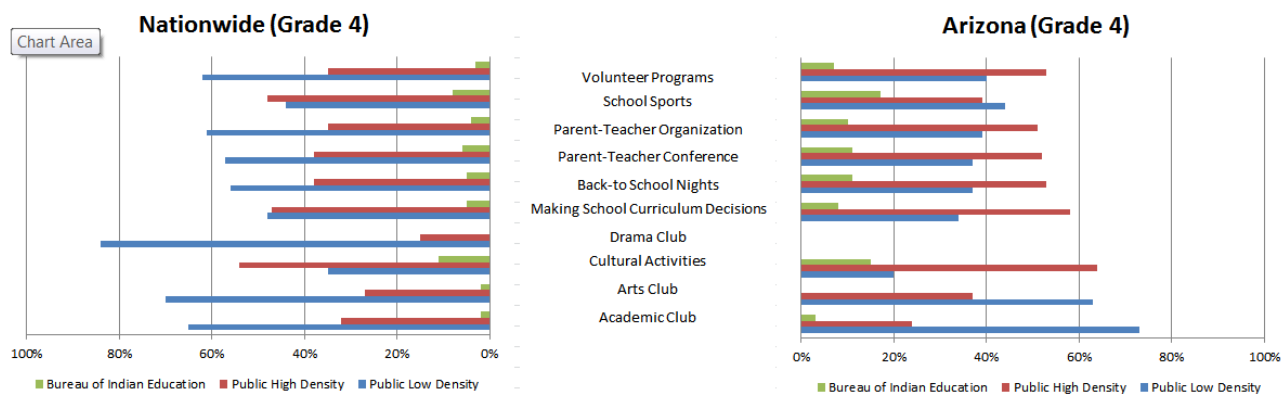
**Figure 20: Percent of AI/AN Student Reporting “Three Plus Times” to the Question: Used Books, Videos, or Other Materials in School about American Indian or Alaska Native People**

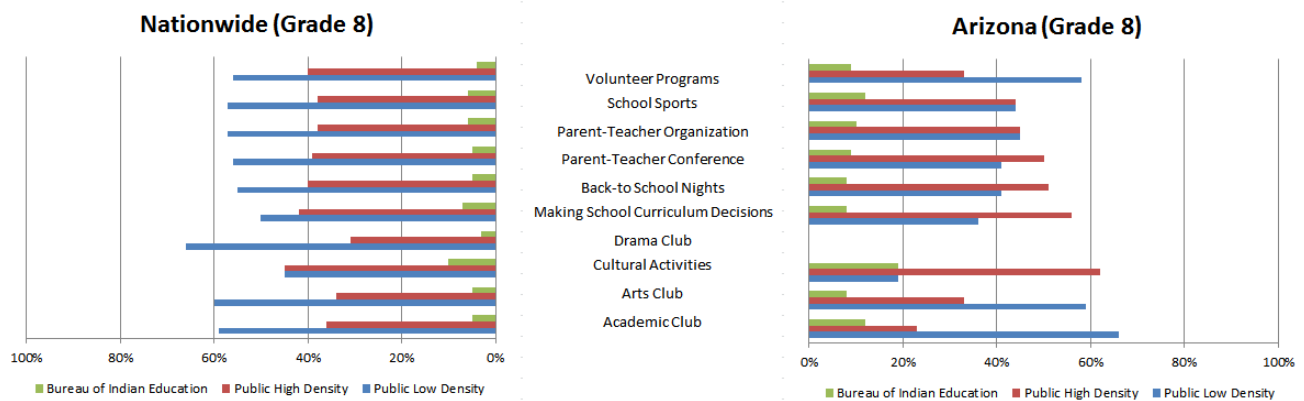


## Parent and Community Involvement

Students achieve better educational outcomes when schools, families and communities work together to support student learning according to the National Education Association (2015). The National Caucus of Native American State Legislators (2008) contends that this is particularly true for Native American families living in or near tribal communities. When parent, family and community are linked to school and classroom activities, academic achievement improves and students are more likely to view school as important. Figure 21 demonstrated that public high-density schools have higher parental involvement than low-density schools in Arizona. However, this result is different from nationwide data.

**Figure 21: Percent of Family Involvement by Activities**





## Status of Federal Indian Education Policies, Procedures, and Funding Sources

**The White House Initiative on American Indian and Alaska Native Education** leads the President's Executive Order 13592, signed December 2, 2011, *Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities*.

The Initiative, located within the Department of Education, seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all American Indian and Alaska Native (AI/AN) students. It is committed to furthering tribal self-determination and ensuring AI/AN students, at all levels of education, have an opportunity to learn their Native languages and histories, receive complete and competitive educations, preparing them for college, careers, and productive and satisfying lives. <https://sites.ed.gov/whiaiane/>

### Senate Bill 943 – 115th Congress (2017-2018) – Johnson-O'Malley Supplemental Indian Education Program Modernization Act

This bill requires the Department of the Interior to provide an updated and ongoing count of eligible Indian students for the Johnson-O'Malley Program (JOM Program) to ensure full participation of all qualified students. (The JOM Program awards contracts to support the cultural and academic needs of Native American students.)

Interior shall consult with Native American tribes and state and local education agencies that have not participated in the JOM Program to expand the number of eligible Native American students served.

Interior shall determine whether the JOM Program funding formula and eligibility requirements should be updated to ensure the maximum number of eligible Native American students.

Passed the Senate on 03/22/2018.

Latest action: House – 03/26/2018 Referred to the House Committee on Education and the Workforce.

<https://www.congress.gov/bill/115th-congress/senate-bill/943?r=2>

**Final 2018-2019 Budget for Federal Government Funding** Released March 21, 2018 – Source National Indian Education Association (NIEA)

### **Title VI and Impact Aid**

Title VI grants were increased from \$165 million to \$180 million, a 9.3% increase that includes \$5 million more for formula grants, a \$10 million increase for Special Programs for Indian Children, and additional funding for the National Activities account, which includes funding for Native languages. Impact Aid also will receive an increase of 6.4% to \$1.26 billion, which will help address the increased costs schools see under the program.

### **Bureau of Indian Education (BIE)**

BIE funding was increased for both operations and for school construction, in stark contrast with the President's proposed cuts of more than 15%. Funding overall for FY18-19 will be \$914 million, an increase from \$888 million last year, in a political environment that has included attacks on BIE's existence. Construction funding would be funded at \$238 million, an increase of just over \$100 million for schools that NIEA advocated strongly for due to the clear and urgent needs that are long overdue to be addressed.

The Budget was approved on March 22, 2018 by both the House and the Senate. Although President Trump tweeted that he might veto the bill, the budget was signed into law on March 23, 2018. Source: [mdeferranti@niea.org](mailto:mdeferranti@niea.org)

### **Follow-Up With Your Legislator**

It is vital that your voice be heard regarding Indian education funding and legislation that supports our Native American Youth.

If you are not certain who your legislator is and you do not know your legislative district number, you can utilize the [District Locator](#) to find which congressional and legislative districts you belong to based on your address or zip code.

If you would like to get in contact with your local legislator and you know their name or your district number, you can look them up in the [Arizona Legislator Roster](#).

### **Public School Use of Variable School Calendars**

The ADE School Finance Department maintains an online application to view school calendars (<http://www.ade.az.gov/schoolfinance/Forms/LEAQuery/CalendarOccasions.aspx>). Detailed information is provided about the total number of school days, beginning and ending dates for the academic year, as well as school closings. While the majority of LEAs operate a 176 to 180-day school calendar with the first day of school starting in mid-August and the school year ending in late May, the range of 'days of instruction' can vary by LEA from 146 days to 186 days.



## Financial Reports

In compliance with Proposition 301, the Office of the Auditor General conducts biennial review reports on all school districts and charter schools (<https://www.azauditor.gov/reports>). These reviews include per-pupil spending and district cost measures.

In addition, Native American tribes in Arizona contribute to the state from gaming revenue pursuant to A.R.S. §5-601.02(H)(3)(a)(i) and 5-601.02(H)(3)(b)(i), and the portion that is provided to education is known as the Instructional Improvement Fund (IIF). Pursuant to A.R.S. §15-979, the ADE shall pay the monies in the IIF to school districts and charter holders. (This payment does not apply to other agencies such as the Arizona School for the Deaf and Blind, the Arizona Department of Corrections or the Arizona Department of Juvenile Corrections.) Reported in Table 7 are the IIF payments to each county for FY 2017. Table 7 also includes the total payment to charter holders.

**Table 7: Instructional Improvement Fund Payment**

County	Payment	County	Payment
Apache	\$459,352.66	Mohave	\$837,195.82
Cochise	\$737,972.05	Navajo	\$751,230.56
Coconino	\$651,714.17	Pima	\$5,256,318.71
Gila	\$306,958.50	Pinal	\$1,854,567.67
Graham	\$277,346.37	Santa Cruz	\$400,246.31
Greenlee	\$74,248.90	Yavapai	\$894,399.32
La Paz	\$99,922.34	Yuma	\$1,458,772.37
Maricopa	\$25,138,991.45		
<b>County Total</b>			<b>\$39,199,237.20</b>
<b>Charter Total</b>			<b>\$ 7,241,399.32</b>
<b>Grand Total</b>			<b>\$46,440,636.52</b>

Source: County payment based on FY2017 [ADE School Finance Reports](http://apps.azed.gov/SchoolFinanceReports/Reports) -<http://apps.azed.gov/SchoolFinanceReports/Reports>

LEAs and charter holders may expend these funds as follows: 1) utilize up to fifty percent for teacher compensation increases and class size reduction, 2) monies that are not utilized as provided above shall be utilized for maintenance and operation purposes (i.e., dropout prevention programs and/or instructional improvement programs, including programs to develop minimum reading skills for students by the end of third grade).

## Conclusion

Although there have been small improvements over the years in English Language Arts and Math among our Native American students, they have not been sufficient to close the gap between achieving below State standards and meeting or exceeding those standards. Graduation rates are low and absenteeism is high. Our indigenous youth are dealing with social, emotional, and behavioral issues that interfere with getting an education and succeeding at levels of which they are capable. For these reasons, the Office of Indian Education is continuously adding programs, resources, and outreach to its list of support efforts for our Native students, their parents, and their educators.

For the past three years, the Arizona Department of Education has requested sufficient funds from the Governor and the Arizona State Legislature to hire four staff members for the OIE– without success. While this hampers our ability to meet all the educational needs of Arizona’s tribal youth, we are providing resources, networking opportunities, and empowerment to all Indian Education stakeholders via our conferences. The OIE is partnering with outside organizations to significantly reduce registration fees for conference attendees in 2019!

The OIE is collaborating with other service agencies and non-profits to bring the best to Arizona in programming and resources. With these and other efforts, we are hopeful that the gaps in academic achievement and in the quality of life for our Native American youth will not only get smaller, but disappear completely.

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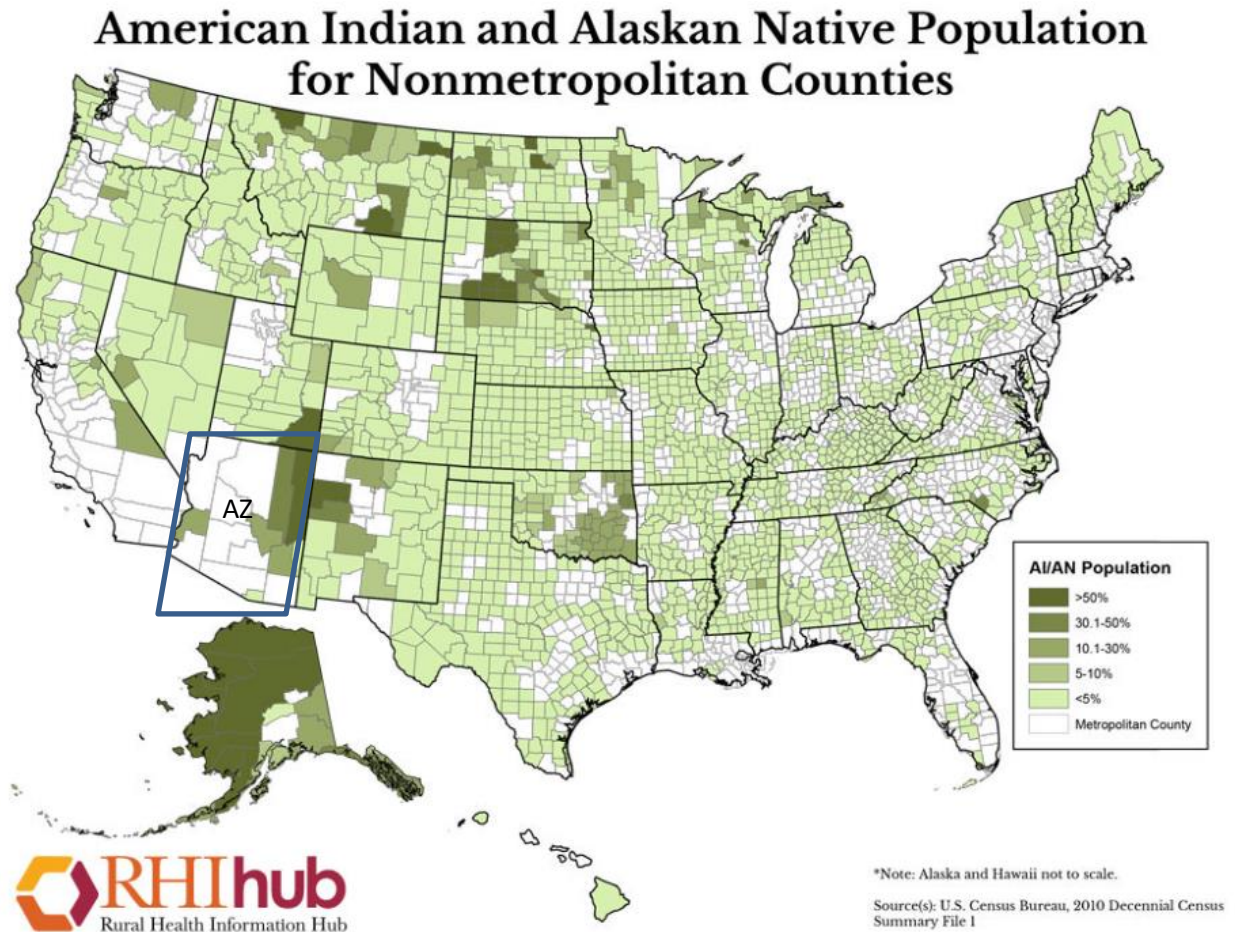
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## Appendices

### Appendix A. Native American and Alaska Native Population.

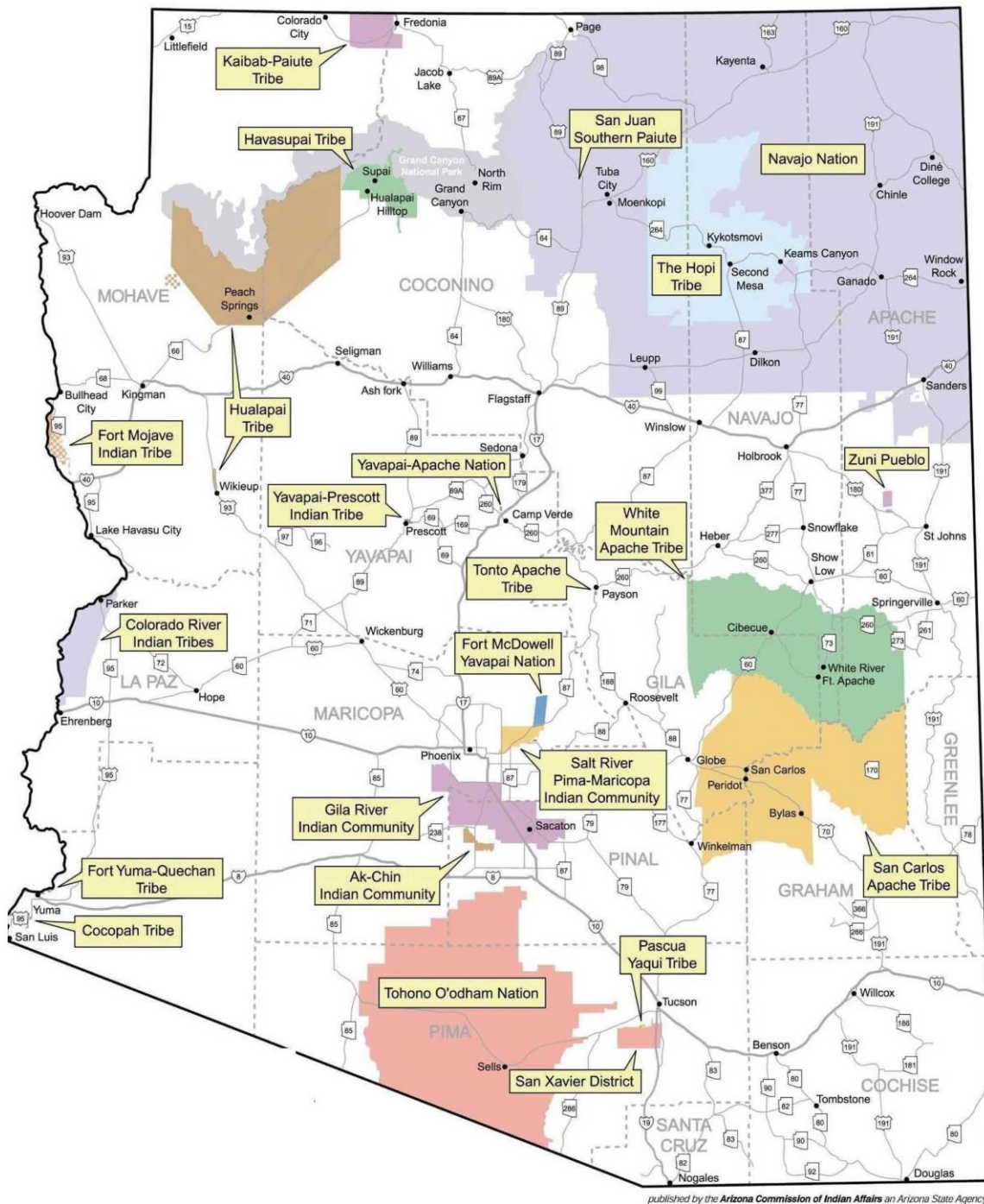
The map below illustrates the 2010 Census population density of Native Americans in the United States as percentages of the total population by county. The heaviest concentration of Native Americans is the Southwest, Oklahoma and the Northern Plains areas.



Source: Rural Health Information Hub - <https://www.ruralhealthinfo.org/rural-maps/mapfiles/american-indian-alaskan-native-population.jpg>

## Appendix B. Arizona Tribal Lands Map.

The following map represents the approximate boundaries of Native American tribes by land area in Arizona.



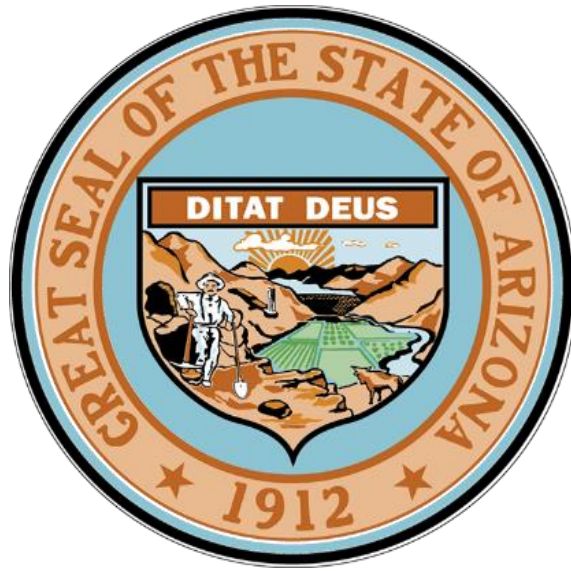
Source: Arizona Commission of Indian Affairs - <https://gotr.azgovernor.gov/gotr/tribes-arizona>

**Appendix C. Native American Enrollment by State, 2015-2016.**

State	Enrollment	State	Enrollment
ALABAMA	6,566	MONTANA	16,516
ALASKA	30,547	NEBRASKA	4,370
ARIZONA	50,331	NEVADA	4,455
ARKANSAS	3,130	NEW HAMPSHIRE	506
CALIFORNIA	34,704	NEW JERSEY	1,751
COLORADO	6,424	NEW MEXICO	34,222
CONNECTICUT	1,471	NEW YORK	17,549
DELAWARE	518	NORTH CAROLINA	20,415
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY	389	NORTH DAKOTA	9,551
DISTRICT OF COLUMBIA	129	OHIO	2,153
FLORIDA	9,032	OKLAHOMA	98,956
GEORGIA	3,453	OREGON	8,305
GUAM	15	PENNSYLVANIA	2,623
HAWAII	575	PUERTO RICO	317
IDAHO	4,118	RHODE ISLAND	1,009
ILLINOIS	5,435	SOUTH CAROLINA	2,465
INDIANA	2,269	SOUTH DAKOTA	15,133
IOWA	1,904	TENNESSEE	1,651
KANSAS	4,590	TEXAS	20,927
KENTUCKY	823	UTAH	7,362
LOUISIANA	4,955	VERMONT	205
MAINE	1,535	U.S. VIRGIN ISLANDS	12
MARYLAND	2,517	VIRGINIA	3,701
MASSACHUSETTS	2,204	WASHINGTON	13,987
MICHIGAN	10,279	WEST VIRGINIA	287
MINNESOTA	14,484	WISCONSIN	10,406
MISSISSIPPI	1,163	WYOMING	3,367
MISSOURI	3,691		
Total Native American Students Enrolled			509,452

Source: National Center for Education Statistics. Retrieved from  
<https://nces.ed.gov/ccd/elsi/expressables.aspx?bridge=quickFacts&tableid=13&level=State>





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